



ARTISTS IN SCHOOLS & COMMUNITIES ROSTER

Fiscal Year 2008

July 1, 2007

through

June 30, 2008



2007-2008

ARTISTS IN SCHOOLS

& COMMUNITIES

ROSTER

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PLEASE NOTE:

Due to the increase in applications for Artists In Schools & Communities (AISC) and limited funding, school requests for residencies are competitive. Applications are reviewed by South Dakota Arts Council's Arts In Education Panel for selection of residency sites. Long-term residencies will receive priority as will new school requests and repeat schools requesting new disciplines for short-term residencies. The deadline for AISC sponsor applications is April 1, 2007.



SOUTH DAKOTA ARTS COUNCIL

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INTRODUCTION

ARTISTS IN SCHOOLS & COMMUNITIES

ROSTER

Artists In Schools & Communities (AISC) is a residency program for K-12 schools and community organizations, with matching funds from the South Dakota Arts Council (SDAC). Artists In Schools & Communities residencies range in length from one week to a full school year. A project can be designed to fit all elementary through secondary school needs regardless of size, locale, or existing arts curriculum. Residencies can also be designed for the community at large. By working with teachers, parents and the community, an artist will create a residency that can inspire participants to learn more, not just about art, but life itself. These artists share their talents with students of all ages in workshops, demonstrations, seminars and residencies both in and outside the classroom.

Even though a residency may last only a short time, participation in AISC can have lasting results. Artists can help teachers further develop arts curriculum and creative teaching of the arts and assist communities in the development of life-long learning experiences for people of all ages. The entire school system and community benefit by strengthening their joint commitment to the arts as basic to education.

Artists In Schools & Communities are professionals, selected by panels of in-state and out-of-state experts who evaluate the quality of the artists' work. An Arts-In-Education Panel reviews the background experience that qualifies each artist to work in an education setting. Finally, the artists are approved by the SDAC.

AISC

APPLICATION

PROCESS

Eligibility

Due to the increase in applications for Artists In Schools & Communities and limited funding, requests for residencies are competitive. Applications from schools and community organizations are reviewed by the Arts Council and the Arts-In-Education Panel, with site selection preference given to:

- * long-term residencies of one month or more.
- * new sites.
- * repeat sites requesting new artists and/or new arts disciplines.
- * schools committed to building their arts-in-education program.
- * geographic distribution of residencies.

Matching funds for residencies

Artists' fees are supported on a matching funds basis between the sponsoring organization and the Arts Council. The cost to a participating school does not necessarily have to come from the existing school budget. A private business or individual may provide matching funds, as well as parent-teacher groups, service clubs, local arts organizations, special fundraising events, or any combination.

Artist fees

One Semester Residency:	Total Cost	\$16,000
	School/Community Cost	8,000
	SDAC Match	8,000
One Month Residency:	Total Cost	\$4,000
	School/Community Cost	2,000
	SDAC Match	2,000
One Week Residency:	Total Cost	\$1,000
	School/Community Cost	500
	SDAC Match	500
Dual Artist Residencies:	Total Cost One Week	\$1,800
	School/Community Cost	900
	SDAC Match	900

Sponsor responsibilities

- The sponsor will pay the artist on the last day of the residency, or as negotiated between sponsor and artist prior to the start of the residency. (See AISC Grant Award Letter below.)
- **The sponsor will provide lodging for the artist during the residency in a motel or similar facility unless such facilities are not available in the local community or unless the artist requests to stay in a private home. Private housing requests should be initiated by the artist, not by the local sponsor. Whether housed in a private home or a motel, there should be no cost to the artist.**
- Sponsors are also responsible for all residency supplies. Types of supplies and their cost should be negotiated with the artist well in advance of the start of the residency.

Application form

A copy of the AISC Sponsor application form is on page 23 of this booklet. Additional forms may be photocopied or are available from the South Dakota Arts Council, 711 E. Wells Ave., Pierre, SD 57501-3369, Phone (605) 773-3301 or in-state toll-free 1-800-952-3625, FAX (605) 773-5657, E-mail: sdac@state.sd.us.

Deadline

April 1, 2007 is the postmark deadline for sponsors to submit the completed AISC application form for residencies scheduled July 1, 2007 through June 30, 2008. Grant awards will be announced in May.

PLANNING A

RESIDENCY

The role of the artist is to design programs that inspire and involve participants in the process, technique, and philosophy of a particular art form. The sponsor's role is to provide a supportive environment where the artist can conduct activities with students and faculty.

AISC Grant Award Letter

Approved sites will receive a grant award letter and payment from SDAC for one-half the amount of the artist's fee plus artist's round trip travel to the residency site. At the end of the residency or as determined between the artist and the sponsor, the school will pay the artist the total residency fee which will include the sponsor's matching funds.

The SDAC staff will furnish the sponsor with an AISC contract agreement with residency dates, payment amounts and residency guidelines for signature.

Project Director

Selecting a local Project Director is required. The project director works with SDAC and the artist to coordinate all residency details. Based on school and community interest, a Local AISC Committee may help in planning the residency.

Pre Residency Planning

Prior to the residency, the SDAC staff will send an AISC planning manual, AISC contract, and a photo with a press release about your artist.

The artist will contact the Project Director a month before the residency starts. To insure a successful residency, the Project Director and artist need to discuss expectations, scheduling, equipment and supply needs, teacher workshops and community involvement.

Continued...

Scheduling

Artists may be scheduled for up to four hours (classroom periods) per day for work with core groups of students, allowing in-depth exposure to the artist and art form. Long-term residencies allow artists to become members of the community, working half-time with residency participants and half-time as producing artists on their own projects. For a long-term visual arts residency, the sponsor is required to provide studio space and utilities appropriate to the artist's needs.

The artist is not viewed as a member of the teaching staff, but as a professional resource person, providing enrichment to the existing school curriculum. **During a school residency, the regular teacher must be actively present in the classroom.** Residencies may not be used to fulfill the Department of Education's fine arts credit requirement for graduation.

Community involvement

The Artists In Schools & Communities program is designed to serve not only students, but also parents, teachers and the community. Consider these possibilities:

Workshops for teachers and community members. Presentations to parent-teacher organizations, local arts council, service clubs, libraries or school boards.

Special events with the artists such as exhibitions, readings, performances, lectures or demonstrations. Invite the whole community!

Interviews with newspapers, radio and television stations.

Apprentice programs where students interested in the particular art form are chosen to work closely with the artist.

Studio time when faculty, students and community members can observe an artist at work.

EVALUATION OF RESIDENCY

Prior to or shortly after the residency, an evaluation form will be sent to the sponsor. The evaluation form must be returned to the South Dakota Arts Council within 30 days of residency completion. This process helps both the sponsor and artist improve the AISC program. Subsequent grants are contingent upon receipt of completed evaluation reports.

YOUTH AT RISK RESIDENCY PROGRAM

South Dakota Arts Council's Artists In Schools & Communities Youth At Risk (YAR) program offers professional, endorsed South Dakota artists (dance, literature, multi-disciplinary, music, theater, traditional arts and visual arts) for residencies of one week to one semester in alternative school environments. Artists work directly with recognized youth-at-risk as part of the daily curriculum. Participating artists have experience working with at-risk young people.

The residency program includes opportunities for social and creative skill development. Experiencing the arts can aid in development of self-expression and self-esteem leading to successful fulfillment of leisure time and after hours activities.

Goals for Youth At Risk Residencies

1. Identify constructive means for self-expression.
2. Promote creative thinking.
3. Focus on problems of low self-esteem.

Artists Fees

Youth At Risk program fees are the same as standard residency fees found on page 2. Only alternative schools may apply for the YAR program.

SPECIAL EDUCATION ARTS FOR LIFE (SEAL)

Special Education Arts for Life (SEAL) will focus on providing arts experiences for pre K-12 students with special needs utilizing endorsed artists with the Artists In Schools & Communities program.

SEAL residencies will serve students under Special Education programs in South Dakota schools, as well as students enrolled in institutional programs.

Program goals are:

1. Provide arts experiences for special needs students pre K-12 for life long experiences to:
 - * encourage artistic expression enlightening awareness of ideas and feelings.
 - * promote a more positive self-image increasing sensitivity in the everyday experience.
2. Involve arts education as a meaningful part of the disabled child's basic education.
3. Provide additional residency opportunities for artists working to make the arts basic to education.

SEAL residency fees are at the same rate as AISC residency fees found on page 2.

OTHER SDAC PROGRAMS FOR SCHOOLS

Professional Development Grants assist teachers in the initiation or improvement of arts programs in their school. Up to \$500, based on cash match, provide teachers an opportunity for artistic growth.

Regular classroom teachers who spend at least fifty percent of their time as visual arts, literature, music, dance or theater educators are eligible to apply. The applicant must be a staff member of the South Dakota school system through which they are making application. Deadline is 30 days prior to event.

Touring Arts bring performances and exhibitions to South Dakota communities by providing matching funds for the artistic fees. Artists representing a variety of disciplines are available through the Arts Council.

Solo Artists In Libraries (SAIL) is available during the summer for communities with populations of 5,000 or less. Contact your local library or the SDAC office for more information.

Teacher Inservice Program, see page 21.

DANCE

ROBYN

STARKS HOLCOMB



An experienced musician, actor, dancer and choreographer, Robyn Starks Holcomb has taught the elements of dance to people of all ages. She is on the faculty of the Dance Gallery of Sioux Falls, and recently choreographed *Cabaret* for the Sioux Empire Community Theatre. Her choreography has been seen on the stages of professional, community and high school theater associations, as well as area churches. As music director and choreographer for the Children's Theatre Company of Sioux Falls, she has created original material for professional touring shows dealing with youth issues. Her residencies will introduce students to a full range of dance styles, including Hip-Hop and Broadway, leading to a community or school performance. In addition to teaching dance as athletic art-in-motion, residencies can be constructed around a community or school need for a professional choreographer for a musical or theatrical production. Residencies in the southeastern or central regions of the state are preferred.

Grade levels: Pre-K-12

3708 S. Kris Dr., Sioux Falls, SD 57103,
(605) 371-1914, e-mail: jrholcomb@sio.midco.net

LITERATURE

B.J.

BUCKLEY



B.J. Buckley is a poet and writer with 25 years of experience in Artists In Schools programs throughout the Rocky Mountain West, the Dakotas and Alaska. Her residencies emphasize the process of writing as a way of discovering both the external world and the internal landscape of the mind and heart. She encourages teachers to be active partners in all residency activities. Incorporating other art forms such as bookmaking, origami, painting and oral performance into her residencies, Buckley makes an effort to introduce her students to the best work of writers in their region and in other cultures. She has extensive experience working with senior citizens, Native American students, children whose first language is not English and students with special needs. Buckley was the 1999 poetry winner of the Annual Writers Exchange, sponsored by Poets & Writers, New York, won the Rita Dove Poetry Prize in 2003 and the Joy Harjo Poetry Award in 2005. She was selected to receive a fellowship grant for a writing residency at the Vermont Studio Center in 2004. Her most recent work has appeared in *CutThroat, A Journal of the Arts*; *Comstock Review*; *Owen Wister Review*, and in *Birds in the Hand: Fiction and Poems about Birds*.

Grade levels: Pre-K-12 YAR SEAL

P.O. Box 865, Lolo, MT 59847
(406) 273-0986

LITERATURE

JULIE

GAMBERG



A master of fine arts in poetry and fiction from Mills College, Julie Gamberg has been working with California Poets in the Schools for over eight years. In her travels through South Dakota, she has fallen in love with the landscape, and it finds its way into her work. She is the winner of the Ardella Mills prize for fiction, the Mary Merritt Henry prize for poetry and has had her work published in the *Antioch Review*, *Eclipse*, *Red River Review*, *Poetry Magazine* and in the anthology *Mercy of Tides*, among other publications. She has worked with incarcerated youth at the Youth Guidance Center of San Francisco and has taught writing courses at the Berkeley Adult School, the College of Alameda and Vista Community College. Her residencies will involve the elements of style, imagination and point of view, using sample poetry as models for student writing. Students will learn to use the building blocks of language and image from their own lives to create poetry.

Grade levels: 4-12

4547 20th Street, San Francisco, CA 94114
(415) 821-2232, e-mail: juliegam@earthlink.net

LITERATURE

CANDY

HAMILTON



Candy Hamilton is a published poet and story writer. In addition to completing her master's degree at USD, Hamilton has worked as a researcher for film companies, serving as a consultant to the films *Incident at Oglala* and *Life of Leonard Peltier*. Her poetry has been included in *Woven on the Wind* (2001), *Prairie Peaks and Skies* (1998) and a variety of other collections. Her articles and stories have been published in *Christian Science Monitor*, *People*, *South Dakota Magazine* and *Winds of Change*, among others. An instructor for the Career Learning Center in Rapid City and Black Hills State University, Hamilton's residencies will focus on the impact of reading on writing and vice versa, using sensory descriptions to enliven short fiction, personal essays and poetry. Using the five physical senses and emotions improves writing. Reading skills, vocabulary, observation skills and general communication create strong writing. Residency activities may include collecting family stories and developing family reading/writing time. Presentations are available for adults or children.

Grade levels: Pre-K-12 YAR

124 E. St. Anne St., Rapid City, SD 57701
Work: 605-394-5120, e-mail: candham@gwtc.net

LITERATURE

ALLISON A.

HEDGE COKE



Photo by Tim Vaughan Hedgecoke

Huron, Cherokee poet/writer and MFA graduate of Vermont College, Allison A. Hedge Coke is a professor of creative writing at the Institute of American Indian Arts in Santa Fe. She will also be a guest professor at the Naropa Institute's MFA summer writing program. The author of *Blood Run* (2006), *Dog Road Woman* (American Book Award) and *Off-Season City Pipe* (Writer of the Year Award 2005), all poetry volumes, and a memoir, *Rock, Ghost, Willow, Deer* (Book of the Month selection), her works of poetry and fiction have appeared extensively in anthologies and magazines. Hedge Coke intends to foster a new generation of writers and artists by sharing skills, craft, technique and to build confidence, encourage self-esteem and support writing and art as vehicles for communication, self-expression and growth. Hedge Coke has over twenty years of teaching experience in honors classes, special ed, gifted and talented programs and arts magnet schools. She has worked with migrant youth, reservation and urban Indian students, youth-at-risk, and emotionally disabled individuals at K-12, college, graduate and post-graduate levels.

Grade levels: Pre-K-12 YAR SEAL

Limited dates—contact artist before applying.

804 N. Indiana Ave., Sioux Falls, SD 57103

Day phone: (505) 424-2365, e-mail:

emailahc@yahoo.com, website: www.hedgecoke.net

LITERATURE

LINDA

BACK MCKAY



Linda Back McKay, the "Poetry Diva," is a writer, poet, teaching artist and author of the poetry collections *Choppers: Drive. Ride. Fly.*, *Ride That Full Tilt Boogie* and *Those Girls Are Always Dancing*. Her nonfiction book, *Shadow Mothers: Stories of Adoption and Reunion* inspired the 2005 WCCO television program aired in Minneapolis and the play "Watermelon Hill," produced by the Great American History Theatre. As an independent commercial writer, she has worked with companies and organizations including Pillsbury Publications, FedEx, Science Museum of Minnesota and Como Park Zoo and Conservatory. Her residencies can be tailored to fit current curriculum and to achieve the goals of educators, students and staff. Back McKay designs each session to help students discover the joy of being creative and the many positive results of arts experiences such as increased confidence and independent thinking. She also introduces and reinforces the basic Poetic Tools essential to all effective writing. Master Poems from famous and almost-famous poets are part of her residencies. Activities include jumpstart writing projects, wordplay and mixed media experiences. She has had experience with Latino/Latina populations and students with emotional and cognitive disabilities.

Grade levels: 1-12

5034 30 Ave. S., Minneapolis, MN 55417

(612) 724-8047, e-mail: lbmckay@visi.com,

website: www.visi.com/~lbmckay

MUSIC

DOUBLE PLAY

FLUTE AND TUBA DUO



Double Play, a unique professional flute and tuba duo, has been entertaining audiences of all ages since 1989. Although based in Phoenix, Amy Ridings, flutist, and Patrick Sciannella, tubaist, are community educational artists in Arizona, Idaho, North and South Dakota, and have performed in 43 states, the District of Columbia and Mexico. Ridings is a graduate of the Oberlin Conservatory and Sciannella holds a masters degree from the Eastman School of Music. Their classroom workshops allow students to participate and perform on many levels: playing in a “bottle band,” to demonstrate the four characteristics of sound, leading a blind (or blindfolded) individual, “signing” a song and learning about the special relationship between guide dogs and their human partners are just a few of the opportunities available. Special sessions with young instrumental and choral students allow for unique and rewarding collaborative performances with these classically trained musicians.

Grade levels: Pre-K-12

Dual artist residency (sponsor cost \$900/week)

Contact: Amy Ridings or Patrick Sciannella

PO Box 34406, Phoenix, AZ 85067

(602) 248-8388, e-mail: Fluba2@msn.com, website:

www.schoolshows.com (keyword “Double Play”)

MUSIC

THE GRANARY GIRLS

JODI RITTER & PATTY KAKAC



The goal of the Granary Girls is to teach students collective songwriting techniques, passing on an awareness of songwriting as an artform anyone can participate in, regardless of age, race, ethnic background or education. Collective songwriting helps in community building by encouraging community stories, ideas and strengths, creating a stronger “sense of place.” Each community has heroes close enough for students to touch and talk with, to foster self-esteem and awareness of their own potential. Collective songwriting allows students to tell their own stories, encourages critical thinking skills through discussion of social and historical topics and promotes research into community history, geography and culture. The Granary Girls perform throughout the upper midwest and are heard nationwide on public folk radio programs. Their blending of vocal harmonies with guitar, bass, piano, harmonica, penny whistle and autoharp makes for a melodious good time.

Grade levels: 4-12

Dual artist residency (sponsor cost \$900/week)

P.O. Box 63, Evansville, MN 56326,

(320) 834-5222 or (320) 834-5003,

e-mail: granarygirls@granarygirls.com

website: www.granarygirls.com

MUSIC

WILLSON & MCKEE



Willson & McKee mix the right amount of information with participation to equal a large amount of learning and fun. Residencies begin with a 45-minute assembly to introduce students to the music and dance of Ireland and Scotland. The residency program includes songs, dance, storytelling, cultural information, hands-on activities, and close student/artist interaction, culminating in a student performance for parents and community. The duo stresses the enjoyment and connection of “folk” music to all aspects of traditional and contemporary life, and encourages students to examine their own cultural heritage. This husband and wife duo bring 16 years of touring and educational programming, as well as national and international awards, to their programs. Their high quality of musicianship is illustrated by a 2002 National Dulcimer Championship, first place honors in an international Irish songwriting competition in 2003 and second place honors in 2003, 2005 and 2006. They have shared stages with premier Celtic performers and win rave reviews for their recordings. Easy-going, sunny personalities make Willson & McKee a treat to work with.

Grade levels: Pre-K-6

Dual artist residency (sponsor cost \$900/week)

Contact Kim McKee, PO Box 449, LaVeta, CO 81055, (719) 640-5380, e-mail: jigheads@jigheads.com, website: www.jigheads.com

THEATER

LEAH BATTIN



With extensive experience in theater arts, Leah Battin gives drama a different face in her creative residencies. A drama design major from Washington University in St. Louis, Battin worked with the Opera Theatre of Saint Louis on the company's 2006 productions, *The Barber of Seville*, *Hansel and Gretel*, *Jane Eyre* and *Street Scene*. She has participated in various leadership roles in the South Dakota Governor's Camps during the past three summers, teaching theater design, stage makeup, choreography and dramatic special effects, and co-directed the final performance. Her design credits at Washington University include *Cloud Nine*, *Escape from Happiness*, *The House of Yes*, *Much Ado about Nothing* and *Fiddler on the Roof*. Her residencies will feature grade-appropriate activities including mask-making, stage makeup and theater design. Battin seeks to have arts interactions that are creative and intellectual, fun and educational, challenging and inspiring for students.

Grade levels: 4-12

307 Green St., Yankton, SD 57078, (605) 660-8929, e-mail: leahbattin@gmail.com

THEATER

LINDA

BRUNING



Linda Bruning graduated from Yankton College with a BA degree in theater. Over the past 26 years she has acted, directed and conducted theater residencies throughout the United States and Canada. Her plays include *Morning Glories* and *Women Who Cook*, over 50 children's plays and an adaptation of *A Christmas Carol* which have been performed by schools and theaters across the US. She has presented workshops at conferences for the professional development department of The Perpich Center and wrote the theater curriculum for the North Dakota Arts Council's Lewis and Clark Touring Arts Trunk. In performance-based residencies elementary students learn to communicate, collaborate, develop teamwork skills and keep deadlines while preparing a final performance complete with costumes and scenery. Junior/Senior High residencies include *Rappin' With Will*, a novel approach to Shakespeare using rap music, or *Slam Jam*, a performance art/spoken word writing and performance residency. Other residency possibilities include creative dramatics, improvisation and script writing. Contact the artist to design a residency to meet your specific needs.

Grade levels: Pre-K-12 YAR SEAL

14 Oak Grove #308, Minneapolis, MN 55403
(612) 871-2479, e-mail: Lambruning@aol.com

THEATER

CHILDREN'S THEATRE COMPANY
OF SIOUX FALLS



The Children's Theatre Company of Sioux Falls (CTCSF) is a professional, non-profit theater in residence on the Augustana College campus. CTCSF is composed of adult professional artists who are also educators. CTCSF is committed to creating work that will delight, inspire and educate audiences of all ages. CTCSF residency programs educate students about their responsibilities in our changing society. Using music, dance and drama their residencies provide students the opportunity to be involved in theater while learning tools for celebrating diversity and making positive life choices. CTCSF residencies can culminate with your students starring in their own production for your community. Start the week with a CTCSF performance, follow-up with residency activities, and conclude the week with a student production. Check the *Touring Arts Roster* to learn about fees and booking a performance as a complementary residency activity.

Grade levels: Pre-K-12

Multi-artist residency (sponsor cost \$900/week)

(Single artist residencies are also available. Be sure to specify on application.)

Contact Nancy Halverson, Artistic Director, 2001 S. Summit Ave., Sioux Falls, SD 57197, (605) 274-5350 or (605) 376-9000, e-mail: ctcsf@aol.com, website: www.ctcsf.org

THEATER

CHILDREN'S THEATRE COMPANY OF SOUTH DAKOTA



An outreach of the Black Hills Playhouse, the Children's Theatre Company of South Dakota (CTCSD) was created to bring quality theater experiences to children in rural communities across the state. Using original productions and professional artists, CTCSD incorporates positive themes stressing the importance of individuality, community and the environment. The one-week residency culminates in a musical production using up to 54 local children, with suitable parts designed for every age, skill and experience level. The production experience includes five days of intensive rehearsals, with junior and senior high students also serving as assistant directors, sound and lighting operators following instruction by theater professionals. Technical requirements are minimal in order to access even the smallest community.

Grade levels: Pre-K-12

Multi-artist residency (sponsor cost \$900/week)

Contact Dan or Debra Workman, 25 N. Willow,
Vermillion, SD 57069, (605) 624-5590, e-mail:
ctcsd@iw.net, website: www.blackhillssplayhouse.com/ctc

THEATER

VICKIE FULLER



An alumnus of SDSU theater, Vickie Fuller has performed with such groups as Prairie Repertory Theatre, the Black Hills Playhouse, and Bare Bodkins Theatre. She has a South Dakota teaching certificate with endorsements in math, language arts and theater. Fuller was a full time teacher for five years and a substitute teacher for seven years. This is her sixth year with the Artists In Schools & Communities program. She has extensive experience in acting, including commercials and training videos. She has also directed and judged one-act plays and oral interpretation. For elementary students, Fuller's residencies focus on body language and character development. She enjoys creating elementary student performances that deal with issues such as bullying and character counts. For older students, she can introduce oral interpretation or work with them on a Shakespeare unit. Her favorite type of work is to help students fine tune their performances. Through theater and improvisational games, introduction of the VOTE technique and character analysis, students and teachers can enjoy a variety of options with Fuller's residencies.

Grade levels: K-12

2404 S. Sherman Ave., Sioux Falls, SD 57105
(605) 201-5573 or (605) 335-8626,
e-mail: vickiefuller@msn.com

THEATER

TOM

ROBERTS



Tom Roberts has worked across South Dakota for nearly 25 years as a professional actor, writer, director, producer and performing arts educator. He has also become a requested speaker and storyteller. Among his stage credits are historic portrayals of Gutzon Borglum, Theodore Roosevelt, Mark Twain, Badger Clark and Will Rogers. He has extensive commercial experience as on-screen and voice talent, as well as being a character model for print advertisements. Since 2002, Roberts has promoted his Christmas book *'Twas the Night Before Christ* as a benefit for Children's Home Society. In 2002, he appeared in the film *Class President*. Roberts was the first recipient of the Sioux Falls Mayor's Outstanding Artist Award in 1999, and that same year was featured in an entire chapter of the book *Turning Dreams Into Success*. Roberts has conducted residencies for schools, libraries, community arts agencies, juvenile and adult correctional facilities and organizations that serve individuals with disabilities. His sessions focus on helping students develop a better understanding and appreciation of the performing arts. Through the use of creative games, exercises, demonstrations and humor, participants learn how to cultivate communication and behavior skills that can be applied not only on the stage, but also in the theater of everyday life.

Grade levels: Pre-K-12 YAR SEAL

3105 S. Trenton Circle, Sioux Falls, SD 57103

(605) 371-4456, cell phone: (605) 351-0799

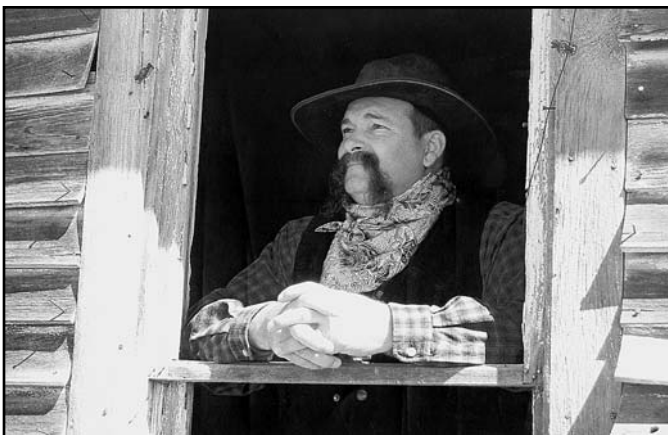
e-mail: robertst@sio.midco.net

website: www.harvestmoontheatre.com

TRADITIONAL ARTS

T.J. CASEY

COWBOY CULTURE



A cowboy who believes in the preservation of our western heritage and the Cowboy Culture, T.J. Casey brings the west alive with poetry and music. Author of *Whispers of Sage* and *A Cowboy's Thoughts in Rhyme*, Casey's poetry was also included in *The Big Roundup* in 2002. He also recorded two compact discs, *Blue Montana* and *Pure D Cowboy*. Casey uses his art with western music to pass on to a younger generation the strong morals and values that he learned growing up on the land. Students are a vital link in preserving the western heritage, a lesson Casey strives to teach along with the fundamentals of cowboy poetry and a love of nature. His main objective is to utilize the natural talent and imagination of students and give them the confidence to believe in themselves while learning to express themselves through cowboy poetry.

Grade levels: 4-12

PO Box 31676, Billings, MT 59101,

(406) 245-0734, e-mail: tj@tjcasey.net, website:

www.tjcasey.net

TRADITIONAL ARTS

DALLAS

CHIEF EAGLE II



Dallas Chief Eagle II is a K-12 art teacher with a master's degree in guidance counseling and personnel services. A recognized master of the Lakota hoop dance, Chief Eagle has worked as an artist-in-residence and mentor to other dancers through his Hoop Dance Society on the Pine Ridge Reservation. A member of the Rosebud Lakota nation, Chief Eagle shares and teaches the traditional hoop dance in a manner that the students enjoy while learning about the development of their own characters. Through the "hoop," he places an emphasis on the importance of both female and males roles in the world and presents traditional Lakota perspectives on boy-to-man/girl-to-woman growth. Over 300 hoops are used in a residency which focuses on self-balance, rhythm and movement. The finale of the residency is a school assembly or public performance during which core groups of students demonstrate the skills they have acquired throughout the week.

Grade levels: Pre-K-12 YAR

28963 200th Ave., Martin, SD 57551-5813
(605) 685-1135 (home) or (605) 685-4701 (cell)
e-mail: dchiefe@gwtc.net

TRADITIONAL ARTS

DUANE REICHERT

RODEO CLOWN



Duane Reichert presents a performance genre unique to the culture of the American West—the rodeo clown. Reichert opens a dramatic, colorful world to students with the use of stylized make-up, traditional clown garb, comedy skits and animals. He will work with a core group of students to create their own interpretation of slapstick comedy skits for a school or community showcase. Reichert has performed for over six million rodeo fans throughout North America in over 40 years of experience as a rodeo clown. In 1996 and 1997, Reichert was chosen as the Barrelman Specialty Act at the First Frontier Circuit Finals Rodeo. In 2001 and again in 2002, he was an opening act at the National Finals Rodeo in Las Vegas. He is a 2002 honoree of the Casey Tibbs Foundation, and was a barrelman and specialty act at the 2005 Badlands Circuit Finals Rodeo.

Grade levels: Pre-K-9

16398 Hay Draw Road, New Underwood, SD 57761, (605) 985-5575, or mobile: (605) 484-7348

TRADITIONAL ARTS

LARRY

YAZZIE



A member of Iowa's Meskwaki/Dine nation, Larry Yazzie is a renowned fancy dancer and founder of the Native Pride Dancers. With native dance groups and as a solo performer, Yazzie has toured the US, Canada, Europe and South America. He danced at the Atlanta Summer Olympic Games and in the film *Grey Owl* with Pierce Brosnan. He toured with the Kevin Locke Trio during the early 2000s, performed in Belo, Brazil in 2005 as part of the Belo Horizonte International Cultural Festival, the Macy's Thanksgiving Day parade in 2005 and at Minnesota Timberwolves basketball games in 2006. He is a winner of the Omar Bonderud Award for his work in human rights awareness. Yazzie's week-long school residencies will instill a sense of cultural awareness and pride to American Indian school-age children. He also strives to promote a positive image and promote cultural diversity among non-American Indian students throughout the state of South Dakota. Through the traditional art of dance, combined with music and storytelling, Yazzie works to make a positive impact on youth, as others have influenced him.

Grade levels: Pre-K-12

4082 W. 141st St., Savage, MN 55378,
(952) 808-0591 or (612) 414-8566,
e-mail: larryyazzie@yahoo.com,
website: www.larryyazzie.nativepridedancers.com

VISUAL ARTS

ARIADNE

ALBRIGHT



A graduate of the University of Washington with her MFA from the University of South Dakota, Ariadne Albright is a painter and printmaker with experience in bringing the arts to the classroom. She is the owner and studio artist of C.A.C. Studios and has been a drawing and design instructor at USD, as well as a visiting artist at Minnesota West Community College. Albright received an emerging artist grant and a visual artist grant from the South Dakota Arts Council and several awards from her universities. Her work has been displayed at the Dahl Arts Center in Rapid City in the *Conversations + Monologues* show in 2006 and at juried exhibitions throughout the Midwest and Pacific Northwest. Albright is a well-known muralist, having completed commissions for the Newcastle, Wyoming courthouse, several Deadwood restaurants and the Cigar Palace mural in Austin, Texas. Her residency, *fresh.paint.*, centers around teaching artistic terminology, the principles of design and the recognition of visual themes and styles from the history of art.

Grade levels: Pre-K-12

1505 W. Cherry, #19, Vermillion, SD 57069,
(605) 624-4787, e-mail: arialbright@hotmail.com

VISUAL ARTS

RANDALL

BLAZE



A Native American visual artist working in metalsmithing, acrylic oil painting, bronze designs and pottery forms, Randall Blaze draws inspiration from his people's ancestral designs. His goal is to help to record and integrate visual elements of the Lakota Nation into the contemporary mainstream of the world around us. His residencies will familiarize students with the process of creating, firing and finishing clay designs, as well as the processes of acrylic painting. He is the 2006 recipient of first place awards in sculpture from the Indian Arts and Crafts Association and in ceramics from the Northern Plains Indian Market and the 2005 first place winner in contemporary ceramics at the Santa Fe Indian Market. Blaze hopes to be a model of expertise and an inspiration to students interested in developing a working knowledge of various artistic media.

Grade levels: Pre-K-12

Clay/Acrylic

HC 57, Box 20, Buffalo Gap, SD 57722

(605) 441-9790, e-mail: blazecat49@yahoo.com

VISUAL ARTS

GRETE

BODØGAARD



Grete Bodøgaard immigrated to the United States from Norway with her spinning wheels, yarn and looms in 1969. Her weavings have been commissioned throughout the Midwest, including St. Michael's Church in Sioux Falls and Rapid City Regional Hospital. Her exhibitions include *A Fine Line*, a touring exhibition to the Portland Center for the Arts and to the Center for Tapestry Art, New York; *The Human Weft* at the American Renaissance Gallery in Portland; *Beyond the Spill*, an environmental exhibit at the Alaska Fine Arts Center in Anchorage; *Norwegians in America* in Hamar, Norway, and *World Weavers Wall* at the Gryphon Gallery in Melbourne, Australia. Bodøgaard's residencies cover all stages in the spinning, dyeing with natural dyes, design and weaving of a wide range of natural fibers. Students may create individual designs or a class project that can be displayed in the school. Bodøgaard is the recipient of the 2002 South Dakota Governor's Award for Creative Achievement. Her 2005-06 exhibits include *Endless Possibilities*, the Governor's 2nd Biennial Art Exhibition, *Norwegians in America: the Evolutions of a Folk Art Tradition*, and *American Tapestry Biennial SIX*.

Grade levels: Pre-K-12 YAR

Weaving

107 Main Street, Volin, SD 57072

(605) 267-4945, or mobile: (605) 390-7553

e-mail: riverwarp@yahoo.com

VISUAL ARTS

CHERYL

PETERSON HALSEY



Cheryl Peterson Halsey teaches students visual problem solving, a good work ethic and increased spatial intelligence through art. Belief in the basic elements of arts and their relationship to all subjects is the foundation of Cheryl's educational philosophy. In her residencies, she uses individual, group and all-school projects to stimulate students' curiosity and develop their problem solving skills by investigating the endless possibilities involved in the creation of art. Exploring these possibilities and teaching that process to her students with common and readily available material is Cheryl's passion. According to the artist, "The freedom to pursue a thought or idea lends itself to unique possibilities, and the discovery of new solutions to problems. We can invent our own problems or solve existing ones." Halsey often works three-dimensionally—her favorite mediums being paper, glue, cardboard and paint—but she also offers residencies in drawing and mural painting. Her commissioned installations can be seen at Sioux Falls' Children's Care Hospital & School, Avera McKennan Hospital's Pediatric Clinic, Sioux Falls Surgical Center, the Middle Border Museum in Mitchell, and in private collections.

**Grade levels: Pre-K-12 YAR SEAL
Drawing/Murals/Environmental Installation**

41040 309th St., Springfield, SD 57062,
(605) 369-2861, e-mail: cherhalsey@hotmail.com

VISUAL ARTS

NANCY

LOSACKER



Nancy Losacker has found that the children of South Dakota are hungry for art—hungry for something they can get their hands on and shape to their own ideas and imaginations. Through Losacker's residencies, students who have had limited exposure to the making of art and three-dimensional forms are able to form their ideas into art through the medium of clay. A 2000 recipient of the South Dakota Artist's grant, Losacker has exhibited extensively, including a 2005 solo show in Wik auf Föhr, Germany and a 2003 exhibit at the Allison Gallery in Greenville, TN. In 2005, her public art installation *Above, Below, Within*, a 260 square foot glass mosaic, was placed in the Administration Building and Student Center at Minnesota West Community & Technical College in Worthington. Her works are in the permanent collections of the Washington Pavilion of Arts & Science Visual Arts Center in Sioux Falls, and in collections around the Midwest.

**Grade levels: 4-12 YAR SEAL
Clay/Sculpture**

317 Prospect, Vermillion, SD 57069
(605) 624-8525, e-mail: nancies@iw.net

VISUAL ARTS

BOB H.
MILLER



Bob H. Miller has always had an intense interest in science and technology and their application in image making. The office copy machine, the instant Polaroid camera, photograms, holograms and the pinhole camera have all played a part in his development as an artist. Miller tries to incorporate the theories and tools of science into his residencies, using fundamental drawing and painting instruction, basic animation, collage and batik. Bob has worked with the students of South Dakota for nearly thirty years through the Artists In Schools & Communities program. He is a highly respected and widely exhibited, diverse and prolific artist. He was recently included in the “American Perspectives” exhibit, which debuted at the Tokyo Metropolitan Museum of Photography. His collages are touring regionally in a solo exhibit, “Sleeping Sickness,” a solo exhibit of his Polaroid images, *Fiction/Non Fiction*, showed at the Ritz Gallery at SDSU in 2005, and his alternative photograms were featured in *Black & White* magazine.

Grade levels: 1-12 YAR

Animation/Collage/Painting/Photography/Batik

401 South St., Rapid City, SD 57701

(605) 716-9784

VISUAL ARTS

ANN
TAECKER



The word *art* often conjures up visual images of two-dimensional art forms such as paintings or portraits. Stepping outside those boundaries, Ann Taecker works in non-traditional art forms—specifically fiber arts. The fiber arts are among the world’s oldest, yet most common, forms of artistic expression. Mankind has been decorating and embellishing garments since just after Adam and Eve started wearing clothes. Combining this tradition with a contemporary twist, Taecker brings the art of painting on silk to students and/or community adults. Working only with red, yellow and blue dyes, she brings students a wealth of possibilities as a means of expressing their individuality. In her residencies, students learn how colors interact with each other, how colors change when placed next to each other and how to make color dance. Working with silks, students engage the sense of touch as well as sight and gain an appreciation for natural fibers. Taecker’s residencies can include individual student projects or group projects in the classroom, community adult workshops and teacher in-service training—all with an emphasis on experiencing joy in the art of creativity and the sensory experience of working with silk.

Grade levels: 4-12

1116 N. Broadway, Watertown, SD 57201

(605) 882-1780, e-mail: ann@silkswithattitude.com

website: www.silkswithattitude.com

VISUAL ARTS

MARY

WIPF



Mary Wipf has participated in nearly 570 weeks of AISC residencies throughout South Dakota in over 75 school systems, community libraries and special needs institutions. She believes that art—the creative expression of one’s unique self—helps to satisfy the need for communication at a basic level: “Through art, we experience a broadened and more intense awareness of ourselves and the world around us. Art helps us to find truth and understanding. The children of South Dakota are our most important resources. It is imperative that their creativity be sparked and cultivated to enrich their lives and at the same time enhance society as a whole.” Her residencies may include slide presentations, student classroom work, teacher in-service workshops and community presentations. Media explored may encompass printmaking, drawing, papermaking, marbling or creation of a mural. A paper marbling residency is an excellent opportunity for integrating art with other subject matter such as science, history or English.

Grade levels: Pre-K-12 YAR SEAL
Drawing/Murals/Printmaking/Marbling/Papermaking
22435 Jim Creek Lane, Deadwood, SD 57732
(605) 342-2552, e-mail: mmzmen@hills.net
website: www.grmountain.com

VISUAL ARTS

DARWIN

WOLF



Darwin Wolf began sculpting in 1979 at Northern State University and has developed his work through experimentation in bronze foundries while becoming an accomplished sculptor. His commissions and award-winning work can be viewed on his website. Wolf’s primary goals are for his students to create sculptures they can be proud of as well as for them to gain new insights into the creative process. Therefore, his residencies delve into the complexities of art and explore the works of the great masters even as he helps his students demystify the process of art creation. Quick and fun history lessons are inserted here and there as students become sculptors. Sponsoring organizations can opt for students to work in air-dry clays with excellent results, or students can work in sculpting wax if they want their work ultimately to be cast in bronze. Wolf also incorporates drawing and eye development exercises that improve skills and give students the opportunity to laugh at themselves and become comfortable with their art. With whatever sculpting material is selected, the eye is trained to see in a new way while students learn fun facts about the creation and creators of sculpture.

Grade Levels: K-12 and adults
7505 W. Chesapeake Lane, Sioux Falls, SD 57106
(605) 362-5256, e-mail: darwinwolf@wolfbronze.com,
website: www.wolfbronze.com

VISUAL ARTS

MARK

ZIMMERMAN



A professional artist since 1984 and a South Dakota Arts Council endorsed artist in residence since 1998, Mark Zimmerman presents residencies which pursue a dual emphasis. First, the student's imaginative powers are exercised with supportive attention to the essential idea that if a child can imagine something, he can do it. Second, the student's technique and ability to manipulate the formal building blocks of visual art are developed sequentially to provide increasingly refined tools for self-expression. Once students learn the ABCs, sentence structure and grammar of art, they can better tell their own stories visually. Zimmerman received his MFA in painting from Illinois State University, was executive director of The Arts Center in Jamestown, ND, and served as co-director of the Historic Lead-Deadwood Arts Council.

Grade levels: Pre-K-12 YAR SEAL

Drawing/Painting/Printmaking/Sculpture/Murals

22435 Jim Creek Lane, Deadwood, SD 57732

(605) 342-2552, e-mail: mmzmen@hills.net

website: www.grmountain.com

TEACHER

INSERVICE

PROGRAM

In addition to the student residency programs detailed in this roster, South Dakota Arts Council offers an innovative program for teachers, curriculum directors and school administrators.

Many of the professional artists appearing in the Artists In Schools & Communities (AISC) Roster are also available to school districts as inservice presenters and workshop facilitators. Artists involved in the Teacher Inservice program provide educators with the creative tools and artistic skills necessary for developing arts education curricula. Artists are available for presentations, inservices and one week summer residencies.

Artist Honorarium:

One Day Inservice:

Total cost	\$250
School cost	\$125
SDAC match	\$125

One Week Residency:

Total cost	\$1,250
School cost	\$625
SDAC match	\$625

Travel: SDAC will reimburse the artist's mileage at State rates.

Supplies: The school or sponsoring organization is responsible for the cost of any necessary supplies. This should be negotiated with the artist prior to the inservice activity.

Application procedure: Schools interested in the Teacher Inservice program should contact SDAC to request a list of artists available for conducting inservices and residency workshops. *It is the school's responsibility to contact an artist and negotiate a mutually agreeable date before submitting a formal application to the Arts Council.*

Deadline: This application (which must include the name of the selected artist and the dates of the inservice activity) should be submitted to SDAC **at least** 30 days prior to the scheduled activity.

Application form: The Artists In Schools & Communities Sponsor Application form should also be used to apply for a Teacher Inservice Program.

Availability of funds: Teacher Inservice grant funds will be available for activities occurring July 1, 2007 through June 30, 2008. Since funding is limited, grants will be awarded on a *first-come, first-served* basis.

Payment: Approved sites will receive a grant award letter and payment from SDAC for one-half the amount of the artist's honorarium plus the artist's round trip travel reimbursement to the site. On the last day of the activity, the sponsor will pay the artist the total fee, which includes the grant award from SDAC and the sponsor's matching funds.

South Dakota Arts Council

711 E. Wells Ave.
Pierre, SD 57501-3369
(605) 773-3301 or 1-800-952-3625

Artists In Schools & Communities

Teacher Inservice Sponsor Application

- ✓ Use this form to apply for **Artists In Schools & Communities** (including **YAR** and **SEAL**) residencies. Applications must be postmarked by **April 1**.
- ✓ Use this form to apply for **Teacher Inservice** programs. *Teacher Inservice* applications must be postmarked **at least 30 days** prior to the event.
- ✓ Submit one copy of this application form for **EACH** residency or inservice program requested. (Photocopy this form if additional copies are needed.)
- ✓ For your records, be sure to photocopy all completed applications before submitting them to SDAC.

Sponsoring School or Organization	Federal Tax Identification Number	County
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Address (Street, Rural Route, or P.O. Box)	City/Town	State	Zip
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Telephone	E-mail Address
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Project Director (Contact Person)	Daytime Telephone	Evening or Message Phone
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Summer Address of Project Director	City/Town	State	Zip
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1. Indicate Type of Residency or Program Requested:

- | | |
|--|--|
| <input type="checkbox"/> Artists In Schools & Communities (AISC) Residency | <input type="checkbox"/> Special Education Arts for Life (SEAL) Residency (see page 5) |
| <input type="checkbox"/> Youth At Risk (YAR) Residency (see page 4) | <input type="checkbox"/> Teacher Inservice Program (see page 21) |

If applying for an **Artists In Schools & Communities**, **Youth At Risk**, or **SEAL** residency, complete numbers 2 through 10 and sign on the bottom of the back page. (If applying for a **Teacher Inservice Program**, do NOT answer these questions. Instead, skip to number 11 and answer numbers 11 through 16.)

2. Residency Length (and cost to the sponsor):

- Single-artist residency: ☐ One week (\$500) ☐ Two weeks (\$1,000) ☐ One month (\$2,000) ☐ One semester (\$8,000)
Multi-artist residency: ☐ One week (\$900) ☐ Two weeks (\$1,800) ☐ One month (\$3,600) ☐ One semester (\$14,400)
☐ Other _____

3. Preferred Dates of Residency: _____ **Alternate Date Preference:** _____

4. Preferred Arts Discipline: ☐ Dance ☐ Literature ☐ Multi-Disciplinary ☐ Music
☐ Theater ☐ Traditional Arts ☐ Visual Arts

5. In order of preference, list the three artists of most interest to you: (1) _____

(2) _____ (3) _____

6. Indicate grade or age levels and numbers of students/participants in each Core Group working with the artist.

Grade or Age Level(s): _____ Number of Students/Participants: _____

Comments: _____

7. If this is a school residency, describe how it will contribute to arts education in your school and with what core subjects the residency will be integrated.

8. If this is a community residency, describe the types of activities anticipated and suggested groups with which the artist will work.

9. Indicate Source of Matching Funds:

☐ School Budget

☐ Community Arts Council

☐ Business Partner

☐ Parent Teacher Organization

☐ Other (specify) _____

10. AGREEMENT: As the Sponsor's authorized representative, I agree to the following provisions governing the Artists In Schools & Communities Program:

(Place a ✓ in front of each statement, indicating that you will comply with each requirement.)

_____ The artist will be scheduled for no more than 4 sessions (40-60 minutes each session) per day, unless an alternative schedule is negotiated with the artist (e.g. 5 sessions one day and 3 the next).

_____ Some sessions will be scheduled with core groups of participants over an extended period of days, allowing for an in-depth experience, rather than simply exposure to the art form.

_____ The artist will not be viewed as a member of the teaching staff, but as a professional resource person, providing enrichment to the curriculum. During a school residency, the classroom teacher will be actively present and participate in activities whenever appropriate. The teacher is responsible for classroom discipline.

_____ **The sponsor will provide lodging for the artist during the residency in a motel or similar facility unless such facilities are not available in the local community or unless the artist requests to stay in a private home. Private housing requests must be initiated by the artist, not by the local sponsor. Whether housed in a private home or a motel, there will be no cost to the artist.**

_____ The sponsor is responsible for expendable participant supplies utilized during the residency. During the planning for the residency, the artist and sponsor should agree on necessary supplies and costs.

_____ Any funds granted as a result of this application are to be used for the purposes set forth herein.

If applying for a **Teacher Inservice Program**, complete numbers 11 through 16 and sign on the bottom of this page. (If applying for an Artists In Schools & Communities, Youth At Risk or SEAL residency, skip the following questions and sign on the bottom of the page.)

11. Inservice Presenter (name of artist on AISC roster): _____

12. Inservice length (and cost to sponsor): ☐ One day (\$125) ☐ Two days (\$250) ☐ One week (\$625)

13. Date(s) of inservice program: _____

14. I have contacted the above named artist and he/she has agreed to the specified date(s) of the activity. _____ YES

15. Describe the inservice activity for which matching funds from SDAC will be used. _____

16. Source of Matching Funds:

☐ School Budget

☐ Community Arts Council

☐ Business Partner

☐ Parent Teacher Organization

☐ Other (specify) _____

Name (please print or type)

Title

Signature

Date

Address

City/Town

State

Zip

Phone

ARTISTS IN SCHOOLS & COMMUNITIES AND TOURING ARTS PROGRAMS AT A GLANCE

	<u>Artists In Schools & Communities</u>	<u>Touring Arts</u>
Organization eligibility	Schools, non-profit organizations and units of government providing arts experiences for students and other community members	Schools, non-profit organizations and units of government
Length of program	Residencies from one week to one semester in length	Single performances, workshops, and residencies
Artist fee	Standard weekly fee (\$1,000 or \$1,800 per week, shared equally between sponsor and SDAC) plus travel reimbursement (paid by SDAC) and lodging (provided by sponsor)	Artists set their own fees (as outlined in their biographies). SDAC support up to 50% of the artist's fee is paid directly to the artist.
Application procedure	Potential sponsors must submit applications to SDAC by April 1, 2007 for residencies that will occur between July 1, 2007 and June 30, 2008. The application form is found on page 23 of the AISC Roster. Once residencies have been approved, SDAC will send grant award letters and contracts to sponsors and artists for signature.	Potential sponsors should contact artist directly to negotiate dates and fee structure. Artist will send sponsor a contract which delineates the portion of the fee to be paid by the sponsor and the portion to be paid by SDAC.
Method of payment	Sponsor will receive a grant award from SDAC covering travel reimbursement and half the artist's fee. Sponsor is responsible for paying the artist the full fee (which includes the grant award from SDAC).	Sponsor's share of artist's fee (as outlined on contract) is paid directly to the touring artist. SDAC pays matching funds directly to the artist. A grant award will NOT be sent to the sponsoring organization.
Evaluation	Sponsors must submit an evaluation to SDAC no more than 30 days following the conclusion of the residency.	Sponsors must submit an evaluation to SDAC no more than 30 days following the conclusion of the touring arts program.

For a more complete explanation of these two programs, consult pages 2-5 of the Artists In Schools & Communities Roster and pages 2-3 of the Touring Arts Roster.

South Dakota Arts Council

The South Dakota Arts Council is the advisory board to the SDAC staff within the Department of Tourism and State Development. The Arts Council's mission is to provide grants and services to artists and arts organizations throughout the state, with funding from the National Endowment for the Arts and the State of South Dakota. Artists In Schools & Communities and Touring Arts Programs are co-sponsored by the South Dakota Arts Council through an appropriation from the State of South Dakota, support from the Department of Tourism and State Development, and a matching funds grant from the National Endowment for the Arts, a federal agency.

For more information, contact:

South Dakota Arts Council, 711 E. Wells Ave., Pierre, SD 57501-3369
Phone (605) 773-3301 or in-state toll-free 1-800-952-3625, FAX (605) 773-5657, or E-mail: sdac@state.sd.us.

NOTES

ARTISTS IN SCHOOLS

& COMMUNITIES

ROSTER